# Psychological characteristics of child game activity

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#### **ABSTRACT**

Role game is a leading activity for kindergarten-age children. Role game is the most important activity of children at this age, and they are practically doing all the tasks of older people. Therefore, they try to summarize the social environment, family events, interpersonal relationships in the context of the game. **Keywords:** role game, leading activity, experience of life, children inner, game theory, psychological characteristics of children.

#### 1. INTRODUCTION

Various toys, as well as their role play, in order for children to play adult life, emotions, interactions and communication, their relationships to themselves and others, and the environment is also used. However, it is worth noting that the role-playing game that encompasses all aspects of social and domestic realities is not only instantly but also enhanced by the experience of life, the expansion of imagination, and the simplicity and substance of the story. One of the most important factors contributing to the role-playing game is that the child has a tendency to compare, copy, or imitate his / her behavior with the adult. For this reason, the behavior of adults and children is an example of the child's inner and outer self, and the adult is the object and subject of his or her behavior.

**Game theory**. According to N.M. Aksarina, who researches the conditions that improve the play of the game surrounding the child's mind, the game does not come into existence by itself; there must be at least three conditions:

- a) formation of impressions;
- b) availability of different types of toys and educational effects;
- c) frequent communication and treatment with your child.

### 2. LITERATURE REVIEW

The role of an adult's direct influence on the child is crucial. In his research, D.B. Elkonin writes that in addition to the role of a role-playing game, it also has meaning. According to him, the meaning of the game is that the play more clearly reflects the main aspect of adult activity. A.R. Usova's research has revealed that the role of the role-playing players increases with age, according to sex differences:

- a) three-year-olds can join 2-3 groups and play for 3-5 minutes together;
- b) the group of 4-5 years old will have 2-3 participants and their cooperation will last for 40-50 minutes and the number of participants will be increased during the game:
- c) children age 6-7 have a desire to play a role-playing game in a group or team, as a result, the roles are shared first and the rules and conditions of the game are strictly controlled. From the simplest mental process to the most complex mental process, games play a major role in shaping the most important aspects of everything. When it comes to the impact of the game on movement growth in pre-school age, first of all, it should be noted that the game itself is the most conducive environment for growing and improving the movement of the child at that age. creates. Secondly, the reason and character of the game influences the movement of the child is that the subject mastered the complex skills of the movement through the exercise, rather than the actual game. Thirdly, the further improvement of the game will create the most favorable

conditions for all processes. For this reason, the activity of the game becomes an independent goal of promoting the activity of the child through the activity.

#### 3. ANALYSIS

Children will be able to memorize and recall more words at games than in lab conditions, which will help them unlock more of the optional memory feature. Analysis of the data collected in the experiment allows us to draw the following conclusions:

- a) the selection and play of a child's role in the game requires a lot of information to be memorized;
- b) therefore, the conscious purpose of acquiring the richness of the character and repeating the character of the character arises in the child earlier and is easily achieved.

The role of play in the child's mental development. The game not only improves cognitive processes but also has a positive effect on the behavior of the child. According to Z.V. Manuyleko, who has learned the psychological problem of developing behavioral skills in kindergarten children, it is easier to master game behavior than for a purposeful activity. This factor is particularly striking as a feature of the garden age. In older children, self-management skills are almost synonymous with play and other contexts. In some situations, such as during the tournament, they can also achieve higher performance than before. Based on the above considerations, it can be said that game and game's activity in general play an important role in shaping a child's behavioral skills. When thinking about mental growth of a child, it should also be noted that when a subject is given a new name, or because of a new naming condition, the subject is actively trying to play. It moves from a material action plan to an action plan that reflects the essence of the imagined and thoughtful bodies. The child must have a starting point for his body to move from its material form to their imaginary appearance, though most of the functions of that base point are directly used as objects in the game. In game activity, these objects serve to reflect on these key points, not as indications of any signs, but also to reduce the nature of the action, the type of action, and the step of the point where the movement is based on the specific thing and at the expense of generalization. It forms the basis for a logical, coherent form of logic that is reduced and summarized. Psychologist J. Piaje, with a keen eye on the factor of naming objects in the game, concludes that this work is a cornerstone of figurative thinking. However, this does not mean that the only way out is to reflect the situation. Therefore, it is quite logical to expect a child to develop thinking and thinking by renaming the item. Actually, not just naming things but changing the nature of the game can have a significant impact on a child's mental development. In fact, the play shows a new movement of children, that is, their mental and intellectual character, and thus forms the child's first impression of the game. It is through this evidence that the game plays an important role in the mental development of the child or his general development. As a child prepares for school education, the game begins to form clear forms of mental activity. The role of play is not only important for a particular mental process, but also for the formation of a child's personality and personality. Consequently, the role of adults in choosing and fulfilling them is inextricably linked to the child's emotional agents. Because during the play a child develops a variety of desires and desires, which are born out of the influence of peers, outside of the child's will, because of their external characteristics.

### 4. DISCUSSION

Features of work in preschool age. Features of labor activity in kindergarten age. The main activities of children involved in child labor begin with the kindergarten. At this age, child labor is simple and elementary, but plays an important role in their mental development. Conversations with kindergarten children give children a positive attitude towards work and a desire to work. Imitation of adult work is first seen in children's play. Children are not limited to repeating the work of adults in their own games, but rather begin to participate in adult labor. For example, girls participate in washing water while their mother is washing, washing some small items (handkerchiefs), cleaning houses and yards, and boys being involved in their father's work. This is not the result of child labor at this age, but rather that the work itself is psychological. Assessing the performance of kindergartens plays an important role in fostering a positive attitude towards work. Children can make many mistakes when they are doing their best. But it does mean that children should not be involved in labor, and that adults can do their part in the work. Oriental peoples have a saying: "Bolaga ish buyur, ketidan o'zing yugur". That's true. This means that

when a child is given a job, he / she must be careful about how they do it. Children, especially junior kindergartens, do not yet have skills and have poor muscles of the hip. That is why children can fall and break something, not because of intentionality or inadequacy. In the event of such a disaster, the child should not be scolded or reprimanded as "angoy, meroy, ko'zingga qarasang bo'lmaydimi", instead, you need to show your child how to do this work. It is important to bring together children of kindergarten in a spirit of hard work. In teamwork, the educator instructs each child to do specific work. In this way, children are engaged in a united team. For example, a large group of children take turns in groups. One child puts a table on the table, the other puts a spoon and a fork, the third child puts their chairs, and the fourth boy puts bread on the table. Children placed in the park will also be assisted by the family. In general, middle and senior kindergarten children need to be able to work well in the family. This gives them a great opportunity to train them in the spirit of hard work and to gain some skills. A child who is not involved in socially useful work will later find it difficult to recruit. The kind of work that children do in kindergartens is very diverse. For example, taking care of animals or plants in the corner of nature, working in the backyard, taking turns in the kitchen and in groups, helping to dress the little ones. It should also be noted that kindergarten children are not yet able to engage in their work. That is why they are involved in very simple forms of labor, such as watering plants, feeding fish, sprinkling water in the yard, and so on. Medium and large groups of children begin to differentiate their work from the game and begin to take it seriously. They understand the result of labor, that is, the social nature of labor, for whom and for what purpose. They are very passionate about the household chores of adults and make various toys for children, such as paper, cardboard plywood and plastic. Properly organized pedagogical work has a tremendous impact on children's well-being, both physically, psychologically, aesthetically and morally. When kindergarten children engage in a game, education or work, they have a tendency to act. The behavior of small kindergartens depends on the conditions in which they are operating. They do not even understand the motives behind the behavior. Therefore, they often do not report to themselves and begin to take action in certain situations.

Attitudes of children of kindergarten to adult work. At this age, the behavior and motives of children also change and develop. The behavioral motivations of adult kindergarten children are well understood. For example, the motivations underlying the behaviors of adult kindergarten children are similar in many ways to adults. Based on these strong aspirations, they organize imitation games, educational and didactic activities and workouts. The main purpose of children is to strengthen their relationships with adults. As children strive to build good relationships with adults, they try to fulfill adult tasks and abide by the same rules. The kind of self-esteem that a child develops during his or her kindergarten. When kids come to the park, they try not to notice their peers at first. Later, during various games and compulsory activities, they join the children's team and try to gain the respect of their peers, that is, to look good to other children.

### 5. CONCLUSION

Moral motives play an important role in the development of early childhood behaviors. As children understand their own behavior, the importance of moral motivations, that is, social motivation, becomes stronger. Children now begin to learn to act in the public interest, not in their own egoistic interests. For example, children can give their favorite toys to other children and even divide the sweets they bring home. This is how children develop social motivations. Older kindergarten children always try to help younger children, that is, to act on social motives. Moral motives play an important role in the development of early childhood behaviors. As we have already seen, motivations for adhering to social morals play an important role in children of this age. In preschool children, along with these motivations, self-awareness and self-evaluation also begin to form. For example, children can develop self-awareness and self-esteem by reading and installing stories such as "Uch ayiq", "Uycha", "Aka-uka bahodirlar".

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